

**Shrewsbury Sr High (02710505)**

Website: <http://www.shrewsbury-ma.gov/schools/index.asp>

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

The Shrewsbury High School community provides challenging, diverse learning opportunities, promotes creativity and independent thinking, and empowers students to become capable, caring, and active contributors to the world in which they live.

## Shrewsbury Sr High: 2006 AYP Data

5/22/07 3:00 PM

<b>Spec. Ed.</b>	49	49	100	Yes	96	82.0	Yes	-1.0	Yes/SH	94	Yes	Yes
<b>Low Income</b>	36	36	-	-	52	90.4	-	-	-	95	-	-
<b>Afr. Amer./Black</b>	11	11	-	-	19	-	-	-	-	-	-	-
<b>Asian or Pacif. Isl.</b>	42	42	100	Yes	82	97.0	Yes	-1.4	Yes/SH	100	Yes	Yes
<b>Hispanic</b>	20	20	-	-	25	92.0	-	-	-	86	-	-
<b>Native American</b>	3	-	-	-	-	-	-	-	-	-	-	-
<b>White</b>	324	324	100	Yes	605	96.2	Yes	0.0	Yes	99	Yes	Yes

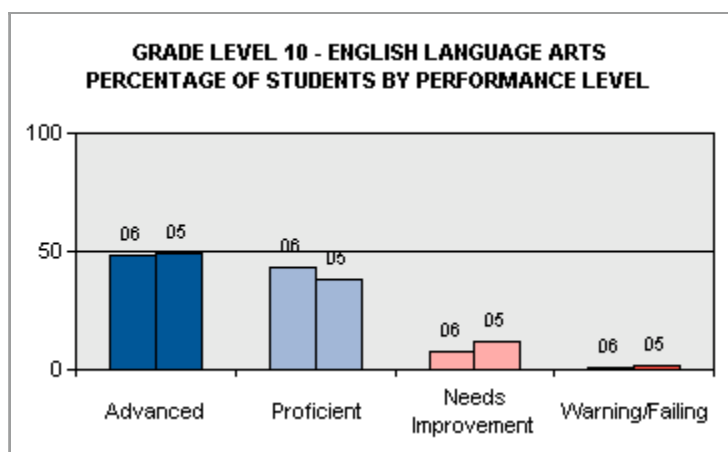
MATHEMATICS												
Student Group	2006				Cycle IV (2005 & 2006) Data					2006		AYP 2006
	Participation				Performance		Improvement		CD Attainment			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Met Target	
Aggregate	401	400	100	Yes	733	94.5	Yes	1.8	Yes	99	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	49	48	98	Yes	95	80.5	Yes	1.9	Yes	94	Yes	Yes
Low Income	36	35	-	-	51	86.8	-	-	-	95	-	-
Afr. Amer./Black	10	10	-	-	19	-	-	-	-	-	-	-
Asian or Pacif. Isl.	42	42	100	Yes	82	97.0	Yes	-1.4	Yes	100	Yes	Yes
Hispanic	21	21	-	-	25	88.0	-	-	-	86	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-
White	324	323	100	Yes	604	94.6	Yes	2.1	Yes	99	Yes	Yes

<b>Adequate Yearly Progress History</b>										<b>Accountability Status</b>
		<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	
<b>ELA</b>	<b>Aggregate</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	<b>All Subgroups</b>	-	-	-	-	Yes	Yes	No	Yes	
<b>MATH</b>	<b>Aggregate</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	<b>All Subgroups</b>	-	-	-	-	Yes	Yes	Yes	Yes	

## Shrewsbury Sr High: 2006 MCAS Data - By Grade, Subject and Subgroup

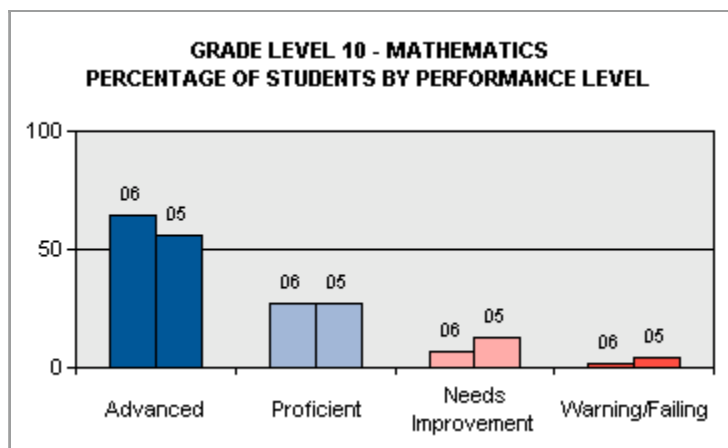
GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
AYP Subgroups																					
Stud. w/ Disab	49	100	8	55	31	6	87.2	54	100	7	54	33	6	85.6	11632	99	1	28	46	25	66.7
LEP/FLEP	5	-	-	-	-	-	-	6	-	-	-	-	-	-	3427	99	2	23	42	33	58.4
Low Income	34	97	26	50	18	6	91.2	36	100	25	50	19	6	91.0	17421	99	5	41	40	15	74.6
African American/Black	10	100	20	30	40	10	85.0	11	100	18	27	45	9	81.8	6408	99	5	42	40	13	75.7
Asian or Pacific Islander	42	100	74	21	5	-	98.2	43	100	72	21	7	-	97.1	3338	100	24	49	21	6	88.2
Hispanic	18	100	22	56	17	6	88.9	19	100	21	58	16	5	89.5	7563	99	3	36	41	20	70.2
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	213	99	8	56	29	7	84.9
White	319	100	47	45	7	1	97.6	328	100	46	45	8	1	97.0	55630	99	18	57	20	4	90.3
Other Subgroups																					

<b>Male</b>	194	100	38	49	12	1	95.6	204	100	37	49	13	1	94.5	37042	99	11	53	28	8	84.4
<b>Female</b>	198	100	58	37	4	1	98.2	200	100	58	37	5	1	98.1	36141	99	20	54	20	5	89.3
<b>Title I</b>	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9502	99	3	40	42	15	73.3
<b>Non-Title I</b>	392	100	48	43	8	1	96.9	404	100	47	43	9	1	96.3	63681	99	17	56	22	5	88.9
<b>Non-Low Income</b>	358	100	50	42	7	1	97.5	368	100	49	42	8	1	96.8	55762	99	19	58	20	4	90.7
<b>LEP</b>	3	-	-	-	-	-	-	4	-	-	-	-	-	-	2108	99	1	13	42	45	49.1
<b>FLEP</b>	2	-	-	-	-	-	-	2	-	-	-	-	-	-	1319	99	4	38	42	16	73.2
<b>1st Yr LEP*</b>	1	-	-	-	-	-	-	1	-	-	-	-	-	-	416	100	-	-	-	-	-
<b>Migrant</b>	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	10	21	48	21	66.7
<b>All Students</b>																					
<b>2006</b>	392	100	48	43	8	1	96.9	405	100	47	43	9	1	96.1	73351	99	16	53	24	7	86.8
<b>2005</b>	342	-	49	38	12	2	95.0	345	-	48	38	12	2	94.8	70950	-	23	43	26	9	84.8



<b>GRADE LEVEL 10 - MATHEMATICS</b>																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	F		#	%	A	P	NI	F		#	%	A	P	NI	F	
<b>AYP Subgroups</b>																					
<b>Stud. w/ Disab</b>	48	98	19	44	25	13	84.9	54	98	17	41	30	13	82.4	11517	98	9	21	32	38	61.8
<b>LEP/FLEP</b>	5	-	-	-	-	-	-	7	-	-	-	-	-	-	3379	98	17	18	28	37	60.6
<b>Low Income</b>	33	97	42	30	18	9	88.6	36	97	39	28	25	8	87.5	17106	98	19	25	31	26	69.2
<b>African American/Black</b>	10	100	20	60	10	10	97.5	10	100	20	60	10	10	97.5	6329	98	16	24	34	26	68.0
<b>Asian or Pacific Islander</b>	42	100	95	2	2	-	98.8	43	100	93	2	2	2	97.1	3325	99	63	17	14	7	90.1
<b>Hispanic</b>	18	100	39	33	22	6	87.5	20	100	35	30	30	5	86.3	7410	98	14	22	32	32	63.5
<b>Native American</b>	3	-	-	-	-	-	-	3	-	-	-	-	-	-	210	98	29	30	30	11	81.0
<b>White</b>	318	100	63	29	6	2	96.3	328	100	61	29	8	2	95.6	55338	99	45	28	19	8	87.3
<b>Other Subgroups</b>																					
<b>Male</b>	194	100	66	25	7	3	95.9	205	100	63	25	9	3	94.5	36787	99	40	26	20	13	82.9
<b>Female</b>	197	99	62	29	7	2	96.6	199	100	62	29	8	2	96.2	35855	99	39	27	22	11	83.6
<b>Title I</b>	0	-	-	-	-	-	-	0	-	-	-	-	-	-	9375	98	19	23	31	27	68.1
<b>Non-Title I</b>	391	100	64	27	7	2	96.2	404	100	62	27	8	3	95.4	63267	99	43	27	20	10	85.5
<b>Non-Low Income</b>	358	100	66	27	6	2	96.9	368	100	65	27	7	2	96.1	55536	99	46	27	18	8	87.6
<b>LEP</b>	3	-	-	-	-	-	-	4	-	-	-	-	-	-	2078	98	12	14	27	46	53.9

<b>FLEP</b>	2	-	-	-	-	-	-	3	-	-	-	-	-	-	1301	99	24	23	30	24	71.3
<b>1st Yr LEP*</b>	1	-	-	-	-	-	-	1	-	-	-	-	-	-	425	100	-	-	-	-	-
<b>Migrant</b>	0	-	-	-	-	-	-	0	-	-	-	-	-	-	42	95	17	26	31	26	67.9
<b>All Students</b>																					
<b>2006</b>	391	100	64	27	7	2	96.2	405	100	62	27	8	3	95.2	72738	99	40	27	21	12	83.2
<b>2005</b>	342	-	56	27	13	4	92.6	345	-	55	27	13	4	92.5	71044	-	35	27	24	13	80.6



## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2006.

### Race/Ethnicity:

**African American or Black.** A person having origins in any of the black racial groups of Africa.

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Native American.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Multi-race, Non-Hispanic** A person selecting more than one racial category and non-Hispanic.

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

**First Language Not English:** Students who first language learned or used by the parent/guardian with the child was not English.

**Educator Data** - Educator information is as of October 1, 2006.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

[http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

## MCAS Results- Spring 2006 Results

### Performance Level Definitions

**(P+)** Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

**(A)** Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

**(P)** Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

**(NI)** Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

**(W/F)** Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

\* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

\*\* AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

### Student Subgroup Definitions

**Students with Disabilities:**(same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**Formerly Limited English Proficient:** A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

**Title I:** Student receives Title I services.

**Adequate Yearly Progress -** According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

### Accountability Status Labels:

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-S** Identified for Corrective Action - Subgroups only

**CA-A** Identified for Corrective Action

**RST** Identified for Restructuring

**UR** Status Under Review

## Web Resources

Massachusetts Department of Education	<a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles	<a href="http://profiles.doe.mass.edu/?orgcode=02710505">http://profiles.doe.mass.edu/?orgcode=02710505</a>
Adequate Yearly Progress (AYP) Information	<a href="http://www.doe.mass.edu/sda/ayp/cycleIV">http://www.doe.mass.edu/sda/ayp/cycleIV</a>
Massachusetts No Child Left Behind website	<a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>